



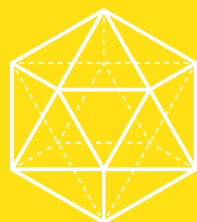
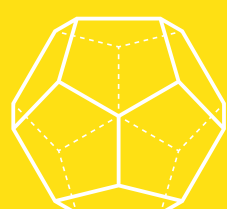
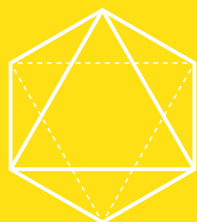
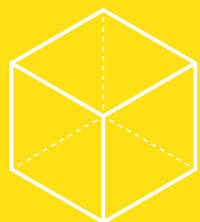
UNIVERSITY OF
OREGON

College of Education



• ANNUAL REPORT 2015 •

COLLEGE OF EDUCATION



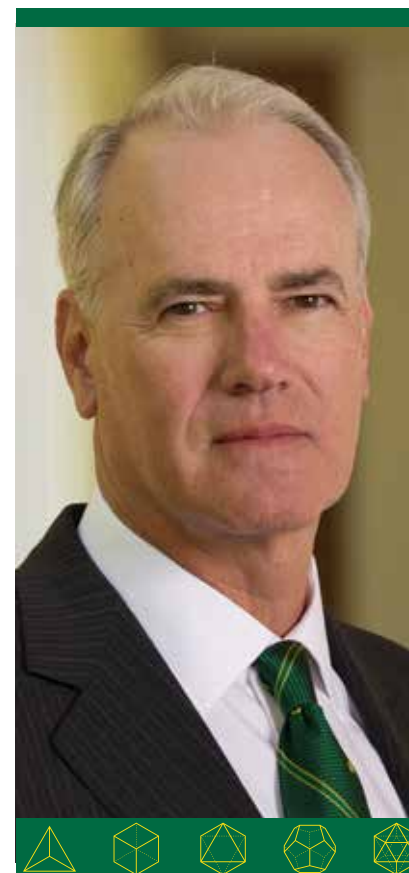
Intellectual leadership is our job, and this annual report of activities for 2014–15 (July 1, 2014 to June 30, 2015) provides a summary of how we are doing it. As a leading local, national, and global college of education we hold a special responsibility to society: We must use our unusual faculty, staff, and student intellectual resources to lead—not only by delivering the highest quality research, teaching, and service, but by continually reinventing them. The burden, and the excitement, falls on us to create new knowledge and innovations, invent new academic programs that inspire students and allow them to lead their schools and communities, and to find new ways to help our communities resolve pernicious social problems. Our faculty, staff, students, alumni, donors, and school and community partners have eagerly accepted the responsibility to lead.

The national and international recognitions of our faculty this year are just one indicator that we are in the midst of a community of intellectual leaders:

Professor Charles Martinez won the International Collaborative Prevention Research Award from the Society of Prevention Science, one of its highest awards.

Professor Marilyn Nippold received the Honors of the Association for “distinguished contributions to the discipline of communication sciences and disorders”—the highest research award from the American Speech and Hearing Association for her lifetime of intellectual leadership.

DEAN'S *intro*



Professor Kent McIntosh won the Distinguished Early Career Research Award from the Council for Exceptional Children in recognition of his contributions to research.

Professor Ellen McWhirter received the Distinguished Achievement Award from the Society of Vocational Psychology, a section of the Society of Counseling Psychology of the American Psychological Association.

And these are just a sampling of the recognitions received by our faculty for their insights, dedication, and generosity. There are other indicators of our willingness to lead. Our faculty set a record this year for receipt of external funding to support our research, teaching, and

service at \$32.9 million. This level of funding, and the associated funding per tenure-related faculty member of more than \$800,000 per year, makes our faculty among the highest performing in the nation. Twenty-two PhD programs at the UO are ranked in the top 20 in the US according to Academic Analytics data, six of which are housed in our college (see infographic on page 18):

- communication disorders and sciences
- counseling psychology
- education
- educational leadership
- school psychology
- special education

I share these facts about our legacy of leadership with you not to enhance pride in our institution, but to make the case that we are both capable and willing to continue to lead. With the assistance of our many donors, our university administration, citizens of Oregon, State of Oregon leadership, and other contributors who support our leadership, we will continue to do more.

I am grateful for your support, and humbled by the opportunity to serve such an accomplished institution. Please call on me if I may be of service to you.

R.W. Kamphaus

Sincerely yours,
R.W. Kamphaus, PhD
Professor and Dean
randyk@uoregon.edu



OVERVIEW

The University of Oregon College of Education is united in its mission, “Making educational and social systems work for all.” But how does that really happen? What are the mechanics of changing a system that doesn’t work for all? Though human needs haven’t changed much, our understanding of them has. It is no simple matter to adequately educate or support people from diverse backgrounds, across a vast spectrum of abilities and needs. Not long ago, the voices of people on the margins of educational and social systems were not heard, but we are learning to listen. The systems we helped build weren’t made for them, so we are working to adapt them. It’s making us better, and better is good.

If you were to look at the listing of academic departments and degree programs on page 19, a common thread might be difficult to discern.

For example, why would couples and family therapy and educational leadership be under the same roof? We believe the common thread is potential. The relationship problems that keep someone from becoming their best self aren’t all that different from a school or district paralyzed by infighting or inaction. If something is holding you back, we want to help remove it. If the paths to change are too long, we want to shorten them.

Every college or university in the world believes it delivers on the promise of academic excellence. Many of them do, but very few put their students to the test in practical situations as early and often as the UO College of Education. Every one of our degree programs has a field-experience requirement, ensuring that every student understands, and can make the transition from academia to the real world. Since 1998, our students have contributed

nearly one million hours of service to the community, an economic impact of more than \$20 million. When they leave us, they leave prepared. The same professors teaching our students are cranking out research and initiatives with regional, national, and international footprints. Through their relationships with these faculty, students learn to discern usable research from research that simply admires the problem.

Research has always informed theory and practice, and so it is with us. Much of the advanced research in the fields we serve is being done right here at the UO. Year after year, our research productivity per faculty member ranks us among the top institutions nationwide in *U.S. News and World Report’s* Best Colleges rankings. Our faculty members are as busy learning as they are teaching, and that keeps us at the forefront of theory and practice.

A BRIEF HISTORY OF THE COE

The College of Education began like many did—as a department. In 1908, President Campbell persuaded Henry Sheldon, originally a professor of philosophy and head of the department, that the department should be its own school at the UO. Sheldon reluctantly accepted an appointment as its first dean, and the board of regents formally approved the new School of Education in 1910.

The nascent school struggled early on, and may well have failed if Campbell hadn’t lured Sheldon back from teaching overseas. Taking the challenge head-on, he oversaw the construction of the school’s first dedicated building (now Oregon Hall) in 1916 and a University High School in 1920. Arguably the “father” of the COE, Sheldon got the school on solid footing and continued as dean until retiring in 1932.

The COE’s rich legacy of teaching special-education pedagogy began with summer session classes in 1926, leading eventually to the establishment of the DeBusk Memorial Clinic for Exceptional Children in 1939. The era of technical outreach services began in earnest

in the 1950s, with the UO hosting the first federally supported outreach programs for educational systems in underdeveloped countries such as Nepal. The early 1950s also saw the development of the COE’s first targeted training of school superintendents, thanks in large part to a grant from the Kellogg Foundation. University High School was razed in 1953.

The 1960s were about specialization. The school emerged as a national leader in quality graduate programs in educational research and school administration. This philosophical shift attracted a great deal of federal interest, including a \$2.5 million grant in 1964 to establish the first national center for education research—the largest grant awarded to the UO to that point. In 1968, the School of Education became the College of Education.

The 1970s and 1980s saw steady enrollment and solidified the COE’s reputation as a leader in educational research—certainly on the West Coast. An addition was completed in 1980, adding two large classrooms still in use in the Lokey Education complex (rooms 176 and 276).

The passing of Measure 5 in 1990 resulted in deep cuts to the UO budget, and the COE was hit hard.

Faculty positions were cut by 39 percent, elementary and secondary licensure programs were eliminated, and enrollment dwindled to just 450 students. Dean Martin J. Kaufman quickly helped rebuild and reorganize, and by the launch of the educational foundations undergraduate major in 1999, enrollment had swelled to nearly 1,100 students. Faculty at the COE ranked first nationally in terms of productivity according to *U.S. News and World Report* starting in 1997, and for six of the next seven years thereafter. That same year saw the first cohort of family and community services, now family and human services.

By 2003, enrollment had grown to more than 1,500 and the COE was perennially ranked among the top 10 best colleges of education in the country. Around that time, plans began to form for a new education building that would bring classrooms, offices, and public spaces into the 21st century. HEDCO Education was dedicated in 2009 under the leadership of Dean Michael Bullis, along with a complete renovation of Lokey Education. In 2013, the college’s first female dean, Mia Tuan, served on an interim basis until the arrival of the current dean, Randy Kamphaus, in 2014.



2014-15 Year in review



The COE has seen many transitions and change during the past few years: The launch of a new website in 2012, Dean Michael Bullis returning to the faculty in 2013, interim Dean Mia Tuan stepping down in 2014, and the start of Dean Randy Kamphaus' administration in fall 2014. Dean Kamphaus' arrival happened to coincide with the announcement of the UO's \$2 billion comprehensive campaign, which challenged us to develop a distinctive vision for the college's future, and an understanding of what it will take to get us there.



Amid the excitement about the campaign, the business of educating the next generation of educators, administrators, clinicians, therapists, and human-service professionals continued apace. The college saw a slight improvement in its *U.S. News* rankings, following a comparable dip during the previous year, brought on in part by challenges in the federal funding environment. *U.S. News and World Report's* 2016 annual rankings of graduate schools in education places the University of Oregon College of Education number 12 among all colleges of education and number 5 among public institutions



in that category. Again, special education ranked number 3 overall for 16 years running, the highest ranking of any graduate program at UO.

In December, the Center for Equity Promotion and the Law School's Wayne Morse Center for Law and Politics co-hosted a symposium to discuss the child refugee crisis facing Central American children in the United States called "Running from Peril, Chasing Hope: Central American Children and the Refugee Crisis." The US government has detained more than 57,000 unaccompanied Central American children along the US/Mexico border. In most cases, these children are escaping the dangers they face in their homelands due to gang violence (including forced recruitment) and the drug trafficking crisis. The aim of this symposium was to bring together UO scholars, external experts, and leaders to enhance the national dialogue and generate nonpartisan solutions.

The college continued to host the Sapsik'wala (Teacher) Education Project in partnership with the nine federally recognized tribes of the State of Oregon. The goal of

the project is to prepare American Indians and Alaska Natives as teachers who will contribute to improvements in the elementary, middle, and high school educational experiences of American Indian and Alaska Native youth. The provost's office and the graduate school also provided financial support to expand the number of student participants this year.

The international work being done by the COE continued to expand, exemplified by a project underway with TATWEER, an educational holding company working with the government of Saudi Arabia to improve inclusivity and accessibility in its schools. That project, led by Dan and Valerie Close, bears similarities to previous projects in Laos, Bangladesh, and India.

In December, COE Professors Joanna Goode and Jane Squires both visited the White House. Squires is co-architect of the Ages and Stages Questionnaire, a home assessment that is used more than a million times per year. She was there for the White House Summit on Early Education, while Goode came for the kickoff of Computer Science Education Week. Goode's curriculum, Exploring Computer Science, is

designed to give girls and students of color a better introduction to computers and is used by the Los Angeles Unified School District, among many others (see page 27).

The first major gift to the UO campaign was \$50 million by Steve and Connie ('84) Ballmer, \$20 million of which went to fund a Cluster of Excellence led by COE faculty in the Prevention Science Institute. The gift opened five new tenure-track faculty positions in the cluster's Health Promotion and Obesity Prevention Initiative (see page 9), which will take a multi-disciplinary approach to the study of childhood obesity.

A unique critical-art project was undertaken in the fall by two cohorts in the Educational Issues and Problems class, one of which comprised LGBTQ students. Together they decorated wooden school desks and a teacher's desk to reflect all they learned in class. From spring through summer, the display challenged visitors to the HEDCO lobby to consider the many perspectives that shape a modern classroom—and gave them an extra place to sit (see page 14).

In February, couples and family therapy again held their Relationship

Check-In, basically a free preview of the services they provide on a sliding scale to couples, families, and individuals every day at the HEDCO Clinic.

The 90by30 Initiative, the functional arm of the Center for the Prevention of Abuse and Neglect, held its third annual conference in April at the Valley River Center. Some 211 attendees from around the world came to get involved, share their experiences and best practices, and meet representatives from NAPCAN, the Australian organization that has provided a blueprint for 90by30 to follow as it works toward a 90 percent reduction of child abuse in Lane County, Oregon, by 2030.

Also in April, the COE held a reception at the American Educational Research Association (AERA) conference in Chicago. Approximately 60 alumni, current and former faculty, and educational leaders came to learn more about what's going on at the COE and to meet our many presenters. COE Instructor Laurie Gutmann Kahn (education studies), Assistant Professor Ilana Umansky (EMPL), and doctoral student Michael Thier (EMPL) all received notable awards at the conference.

RESEARCH and OUTREACH

The COE is home to 13 research and outreach units. Faculty members in these units have a reputation for conducting innovative work in school reform, assessment, school-wide discipline and behavior management, positive youth development, family interventions, special education, early intervention, and culturally responsive educational practices. These programs help children and families of all ages—from infants and toddlers to adolescents and young adults. The work they do is having an impact in Oregon, across the country, and around the world.

Research and outreach units under the auspices of the COE for 2014–15 are:

RESEARCH

Behavioral Research and Teaching

Behavioral Research and Teaching (BRT) conducts research and development in student academic assessment to support the development of effective educational programs for all students. BRT concentrates on access to learning so that appropriate and accurate information can be collected from all students to improve decision-making for their educational programs.

Center for Advanced Technology in Education

The Center for Advanced Technology in Education (CATE) is dedicated to serving students and teachers by investigating and promoting

the use of advanced technology in education. CATE is committed to transforming teaching and learning through the use of computing and communication technologies.

Center for Educational Policy Research

The Center for Educational Policy Research (CEPR) strives to increase the number of Oregon high school students that enter credit-bearing courses at postsecondary institutions with no need for remediation. CEPR works with Oregon's educators, school districts, higher education administrators, and policy makers to research current systems, develop realistic programs, and offer suggestions and training to achieve this goal.

Center for Equity Promotion

The Center for Equity Promotion (CEQP) is dedicated to working with communities to better understand and support the positive development of children and families, particularly those who are underserved by education, health, and social service systems. CEQP focuses on populations with the greatest burden in terms of health and education disparities related to adverse social and economic conditions. The center's research informs culturally specific prevention science, intervention, and policy efforts that build on community strengths.

Center for the Prevention of Abuse and Neglect

The Center for the Prevention of Abuse and Neglect (CPAN) was established in 2012 and serves as a convening body of Lane County, Oregon agencies. The purpose of CPAN is to draw on best practices in prevention, intervention, and community-based coordination in order to design, coordinate, facilitate, and measure a community-campus collective initiative focused on violence prevention. It has, as its initial priority, reducing child abuse and neglect in Lane County, Oregon, 90 percent by the year 2030.

Educational and Community Supports

Research within Educational and Community Supports (ECS) focuses on the development and implementation of practices that result in positive, durable, and empirically verified change in the lives of individuals with disabilities and their families. Federal- and state-funded projects support research, teaching, dissemination, and technical-assistance activities. Research workgroups within ECS currently focus on positive-behavior support, inclusive schools, and transition from school to adulthood.

Institute on Violence and Destructive Behavior

The mission of the Institute on Violence and Destructive Behavior (IVBD) is to empower schools and social-service agencies to address

violence and destructive behavior at the point of school entry and beyond. The goal is to ensure the safety, and facilitate the academic achievement and healthy social development of children and youth.

Secondary Special Education and Transition Program

Secondary Special Education and Transition (SSET) is dedicated to the understanding of adolescents and young adults with disabilities and other high-risk behaviors. Faculty members conduct research, model development, and outreach activities to develop and implement research-based services that assist transition-age youth. They then develop the knowledge and skills to succeed in their desired adult roles, including meaningful employment, completion of postsecondary education or training programs, and living independently in the community.

OUTREACH

Center for Youth Enrichment and Talented and Gifted Education

The Center for Youth Enrichment and Talented and Gifted Education (YE/TAG) offers summer, Saturday, and after-school learning experiences for high-ability children and youth in grades K–12. YE/TAG also offers residential programs on the UO campus during the summer months.

Early Childhood CARES

Early Childhood CARES provides early intervention and early childhood special education services to infants, toddlers, and preschool children in Lane County, Oregon. Each year it serves more than 1,600 children who have developmental delays or disabilities. Established in 1992, Early Childhood CARES is funded by the

Oregon Department of Education with state and federal dollars.

intoCAREERS

intoCAREERS develops and supports the Career Information System (CIS). It provides content, multimedia, curriculum, and Internet applications that assist people in making informed career choices. Over the past 30 years, intoCAREERS has delivered high-quality national and localized information about occupations, employment, and education and training for use by students and adults. intoCAREERS licenses its products to state entities such as education agencies, offices of postsecondary education, and departments of labor. These entities create localized versions of the CIS to support career-development programs in their respective states.

Oregon Career Information System

The Oregon Career Information System (CIS) is a leader in the field of career-information delivery and an innovator in computer-based tools for career and educational planning. Oregon CIS provides comprehensive information about occupations and industries, postsecondary programs and schools, and financial aid. Its online program and materials are used in schools, colleges, agencies, libraries, and businesses to inform the career development of students, clients, and employees. Its mission is to support the career development needs of Oregonians by developing quality career-information resources, delivering comprehensive, integrated systems of career research, and promoting sound career decision-making practices in education, employment, and community settings.

University Center for Excellence in Developmental Disabilities

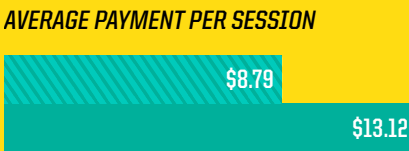
The University of Oregon Center for Excellence in Developmental Disabilities (UCEDD) assists in improving the quality of life for all persons with developmental disabilities and their families. The UCEDD is part of a national network of 67 university-based centers that share a vision for a nation in which all Americans, including those with disabilities, participate fully in their communities. The UCEDD performs coordination and management functions for the College of Education's Center for Human Development.



HEDCO CLINIC STATISTICS

FISCAL YEAR 2014-2015

COMMUNICATION DISORDERS AND SCIENCES		
COUPLES AND FAMILY THERAPY		TOTAL



SESSIONS PROVIDED		
2572	2786	5358

CLIENTS		
171	395	566



An *ounce* of prevention ...


For Beth Stormshak, director of the Prevention Science Institute, the question of nature vs. nurture has been answered: It's both, and it never was that simple in the first place. The more risk factors there are, the harder it becomes for a naturally resilient kid to overcome them, and vice-versa. Of course, there's always a question of correlation or causation in Stormshak's work; learning that a woman who was placed in a remedial reading program 15 years ago is now teaching high-school English is gratifying, but whether it was directly attributable to the intervention is virtually impossible to prove. Fortunately, the data makes it very difficult to argue whether well-timed, well-managed interventions translate to better outcomes over time. They do.

"What prevention is really about is helping people make good decisions at critical junctures that change the course of their life forever," she says, using the example of dropping out of high school. "Graduating puts you on a different life path. So many different doors will open up for you ... that's really the work that we're doing here."

The strength of UO's prevention research helped lead to the creation of a specialization in prevention science, which is attached to the COE's MED program in counseling psychology. Eventually the college hopes to make it a separate master's program, though the specialization option will likely remain in play. In any event, the UO's reputation as a hub for prevention research should

continue to grow. Stormshak says our legacy of prevention research goes back at least three decades.

Stormshak is also the leader of the Health Promotion, Obesity Prevention and Human Development Cluster of Excellence, part of a UO-wide faculty hiring initiative to create multi-disciplinary teams across departments and colleges. Connie, '84 and Steve Ballmer recently pledged \$50 million to the UO close on the heels of its \$2 billion campaign announcement, \$20 million of which will fund Stormshak's cluster. The five new faculty members all will support UO's prevention science efforts, with a particular focus on obesity prevention and health promotion.

 uocoe.me/stormshak-psi

NEW AWARDS from the *Institute of Education Sciences* for 2015

Freshmen Success:
Implementation of
Comprehensive Universal
Supports for School
Engagement

\$1.48
million

This project is designed to develop and test the Freshmen Success (FS) Model. FS includes systematic academic and behavior support for all high-school freshmen provided by a trained leadership team established in the school. This team also will offer curricula focused on student engagement. Providing these additional support services during the freshman year should increase student achievement and retention through high school. The FS Model will be delivered to students with and without disabilities to help provide knowledge and skills in the transition from middle school to high school. The long-term goal of the project is to increase support during freshman year and thus increase achievement and graduation rates. **Principal Investigator (PI): Brigid Flannery, Educational and Community Supports**



Paths 2 the Future:
Testing the Efficacy of a
Career Development
Intervention for High School
Girls with Disabilities

\$3.5
million

High school girls with disabilities need a special set of supports to help them prepare for the transition to employment, further education, and independent living. The Paths 2 the Future (P2F) study is designed to test the impact of a "girls only" curriculum for high school girls with disabilities. The P2F curriculum includes four major areas: self-determination, disability knowledge, gender awareness, and career and college readiness. More than 500 girls in 28 schools across Oregon will participate during the project's four-year span.

Principal Investigator Lauren Lindstrom said, "Paths 2 the Future is really all about helping high school girls with disabilities have a better understanding of their future career options and opportunities. By offering this curriculum during high school, girls will be more likely to finish school and move into satisfying and productive careers as young adults." **PI: Lauren Lindstrom, Secondary Special Education and Transition**



Nuestras Familias:
Refining an Evidence-Based
Intervention to Promote
Latino Student Academic
Success and Positive
Behavioral Outcomes through
School-Family Partnerships

\$1.5
million

The goal of Nuestras Familias (NF) is to help support Latino students' academic success by providing a model that includes parent training, teacher training, and bridge activities that link schools and families. Latino parents of middle-school students in Oregon will receive the NF intervention that combines instruction, discussion, role modeling, and home practice to strengthen parenting skills and help increase academic success. This intervention also will help establish teacher-student and teacher-parent partnerships to help decrease the student achievement gap. Using this program should provide positive outcomes in the categories of student adjustment, family environment, parenting skills, school engagement, and educational outcomes. **PI: Charles Martinez, Center for Equity Promotion**



SELECT:
Social Emotional Learning in
Early Childhood for Infants
and Toddlers

\$1.5
million

The purpose of SELECT is to create an effective social-emotional intervention for young children with disabilities to help increase parent-child interactions, improve the child's social-emotional skills, and improve overall school readiness for children with special needs. The use of this intervention should help prevent further social-emotional difficulties and behavior disorders while increasing positive parent-child interactions in the early years of life for children with disabilities. **PI: Jane Squires, early intervention and the University Center for Excellence in Developmental Disabilities**



READY for WAGES:
Research on Employment
of Adjudicated Youth
through Working at Gaining
Employment Social Skills
Curriculum

\$3.5
million

READY for WAGES is designed to improve outcomes for youth offenders with disabilities who are transitioning out of the juvenile justice system within Oregon, Maryland, and New Mexico. This program will be tested with 3,400 young offenders in correctional schools. The study will use the WAGES curriculum to increase workplace skills including self-regulation, teamwork, communication, and problem solving. The overall goal is to help this population gain employment by improving social skills in the workplace via a cost-effective educational curriculum. **PI: Deanne Unruh, Secondary Special Education and Transition**



During the 2014–15 academic year, **103 proposals** were submitted by COE faculty, requesting some **\$113 million** in funding. Funding received from grants, contracts, and other competitive awards totaled **\$32.9 million**. This represents a **14 percent increase** from the previous year's total of **\$28.3 million**. Awards were received by 33 different principal investigators. New awards came from international, federal, state, and local sources. See below for a list of all new awards from the past academic year.

Grant Proposal Activity–Funded Awards July 1, 2014–June 30, 2015

Funding Source	Title	Principal Investigator
International Awards and Contracts		
Federated States of Micronesia	Federated States of Micronesia Response to Intervention Contract, Project Literacy Intervention For Tomorrow—(LIFT) Year Two	Lauren Lindstrom and Elizabeth Jankowski
GIZ: Deutsche Gesellschaft für Internationale Zusammenarbeit (German Agency for International Collaboration)	Contract with GIZ to develop and implement youth violence prevention interventions in Central America	Charles Martinez
TATWEER Company for Education Services, Saudi Arabia	University of Oregon: Building Models of Inclusive Schools in Saudi Arabia	Daniel Close
Grants from Federal Agencies		
Institute for Education Sciences	Testing the Efficacy of an Ecological Approach to Family Intervention and Treatment During Early Elementary School to Prevent Problem Behavior and Improve Academic Outcomes	Beth Stormshak
Institute for Education Sciences	Measuring Oral Reading Fluency: Computerized Oral Reading Enhancement (CORE)	Joseph Nese
Institute for Education Sciences	The Role of Native Language and Culture in Decreasing Discipline Problems and Increasing Academic Achievement for American Indian/ Alaska Native Students (NIES)	Jeff Sprague
Institute for Education Sciences	Multiple-Choice Online Cloze Comprehension Assessment (MOCCA): Refining and Validating a Measure of Individual Differences in Reading Comprehension Processes During Reading	Gina Biancarosa
National Institute on Drug Abuse	Prevention of Substance Use in At-risk Students: A Family Centered Web Program	Beth Stormshak John Seeley
National Institute of Health	Targeting neurobiological and behavioral mechanisms of self-regulation in high-risk families	Elizabeth Skowron
U.S. Department of Education	Supplemental Funding to Priority 2 from USDE, Office of Special Ed and Rehab Services (OSERS)for the "Technical Assistance Center on Positive Behavioral Interventions and Supports IV"	Robert Horner
U.S. Department of Education	SEED: Teacher Leadership Development	Lynne Anderson-Inman
U.S. Department of Health and Human Services	University of Oregon Center for Excellence in Developmental Disabilities—Year 3 of five year cycle (2013–2018)	Jane Squires
U.S. Department of Interior	Designing Curriculum to Honor Tribal Legacies in the Study of Lewis and Clark: An Epic Journey of Healing (YR1)	Michael Pavel
U.S. Department of Interior	Dissemination Strategies for Honoring Tribal Legacies in the Studies of Lewis and Clark: An Epic Journey of Healing (YR2)	Stephanie Wood
National Institute of Child Health and Human Development	Family and Peer Processes and Gene-Environment Interplay in Middle School: An Adoption Study	Leslie Leve
Subcontracts and Collaborations		
Arizona State University	Integrated Technology Tools for Optimizing Instruction and Assessment Results for Students with Disabilities (IIPM)	Gerald Tindal
University of California Los Angeles	Into the Loop—Subcontract with UCLA Project Years 7, 8, 9, 10	Joanna Goode
University of Connecticut	Early Childhood Personnel Center (ECPC)	Jane Squires
University of Delaware	Sampler Archive Project	Lynne Anderson-Inman

Funding Source	Title	Principal Investigator
University of North Carolina	National Technical Assistance Center on Increasing Graduation and Improving Transition to Postsecondary Education and Careers for Students with Disabilities	Deanne Unruh
University of Illinois	Parents Taking Action: A Parent Training Program for Latino Parents of Children with ASD	Wendy Machalicek
Western Oregon University	Project DIRECT II	Lynne Anderson-Inman
State Awards and Contracts		
Oregon Department of Education	Oregon Extended Assessment Subcontract	Gerald Tindal
Oregon Department of Education	Oregon Health Administration Screening Project 2014	Jane Squires
Oregon Department of Education	Oregon Online Screening Project 2014	Jane Squires
Oregon Department of Education	ecWeb Data System for Oregon EI/ECSE programs FY14	Judy Newman
Oregon Department of Education	Pedagogical Practices and Educator Preparation	Jill Baxter
Oregon Department of Education	Oregon Department of Education Facilitate and Consultation Statewide forum	Judy Newman
Oregon Department of Education	Educator Preparation Program Professional Development Series	Jill Baxter
Oregon Department of Education	Reviewing Implicit Bias and District Data	Kent McIntosh
Oregon Department of Human Services, Office of Vocational Rehabilitation	Oregon Youth Transition Program (2015–2017 technical assistance contract)	Charlotte Alverson
State of Iowa	Iowa IEP Project	Brigid Flannery
State of Oregon, Office of Community Colleges	CIS-Connection	Laura McCoid
Awards from Local School Districts		
Chesterfield County School District	Testing Integrative Models to Improve School Safety: Positive Behavior Interventions Support and the Olweus Bullying Prevention Program	Jeff Sprague
Head Start of Lane County	Head Start Reimbursement for Early Childhood CARES Services FY2015	Judy Newman
Eureka Public Schools	Eureka City Schools SWPRD Assessment and Intervention	Jeff Sprague
Lane Education Service District	Early Intervention/Early Childhood Special Education Services	Judy Newman
Oakridge School District	The STELLAR Project	Lynne Anderson-Inman
Springfield School District 19	ArtCore—OBA support	Yong Zhao
Springfield School District 19	Student Mentoring/Monitoring/Acceleration Program 2013–2015 Springfield School District	Brigid Flannery
Foundation and Other Private Funding		
American Speech-Language-Hearing Foundation	eGAS, Integrating Goal Attainment Scaling and Motivational Interviewing into a Functional Outcome Measure for Use in Treatment of Cognitive Communication Deficits	McKay Sohlberg
Center for Applied Linguistics	GATES Foundation—Promoting Educator Networks: Standards-Based Instruction for English Learners (PEN).	Yong Zhao
Ford Family Foundation	Evaluation for the Child Sexual Abuse Prevention Strategy—Darkness to Light	Jeff Todahl
Ford Family Foundation	90by30 Collective Impact Initiative—Year 2 Funds	Jeff Todahl
Oregon Community Foundation	Oregon Community Foundation—90by30	Jeff Todahl
Palomar Medical Center	Palomar—Training contract year 6 (14/15)	Jeff Sprague
Palomar Medical Center	Palomar—Evaluation Year 6 (14/15)	Jeff Sprague
PeaceHealth Medical Clinic	Healthy Balance Project	Deanna Linville-Knobelspiesse
San Diego Youth Services	San Diego Youth Services—Training subcontract 13–14 (year 4)	Jeff Sprague
Self-Enhancement Incorporated	Youth Empowerment Program II (YEP II)—SEI	Jeff Sprague
Society for the Study of School Psychology	Evaluation of the Efficacy of Conjoint Behavioral Consultation for Middle School Students	Andy Garbacz
Thomas B. Fordham Institute	Governance Structures in K–12 Education	Joanna Smith

The Critical Art Project

Most of us wrote on our desks in school at some point, at least back in the day when they weren't coated in Teflon or made of some otherworldly composite that rejected ball-point pens. They were the canvasses of the bored and listless, chronicling everything from failed romances to teenage ennui. Of course, we didn't have much to say—"spelling sux" or anatomically exaggerated illustrations were about as high-minded as it got.

Laurie Kahn, adjunct professor in education studies, rescued a number of such desks last fall and painted them white. She was considering how to

engage students in her EDST 111—Educational Issues and Problems class and accommodate different learning styles when she thought to use these "relics" as a medium for student perspectives on critical pedagogy. Julia Heffernan, master's program and licensure director of education studies, helped Kahn bring the project to life and figured out a way to bring it into her own EDST 111 section, comprising LGBTQ students who would approach it from an entirely different paradigm.

Both sections embraced the project; Kahn's students handled the student desks while Heffernan's students focused on the teacher's desk and chair. They were all too happy to cover the desks with colorful (and thoughtful) words and illustrations reflecting all they learned. They were displayed in a corner of the HEDCO Education lobby during spring term, known collectively as the Critical Art Project. The teacher's desk, with "EQUITY" painted dramatically on the front, was featured at the UO's Undergraduate Symposium.

"We talk about the ways in which the purpose of schools have shifted


throughout our history. So often we understand the education system in the ways that we experienced it," Kahn says, noting that changes to the education system have reflected everything from attitudes toward race and gender to major legal decisions and the political climate. They also discuss contemporary issues like gender identity and sexual orientation, along with the implications of privatization and charter schools.

Heffernan says the teacher's desk, especially, is emblematic of education studies' programmatic values regarding social justice.

Alison Schmitke, program director of educational foundations, says

the project dovetails nicely with the major's focus and philosophy.

"The system is stubborn, and it's really hard to maintain the vision articulated on these desks inside that system," she says. "I think what we really try to do is have our students, in the long term, think and learn about critical ways of teaching. We teach like we were taught in some way, so for us as faculty we need to really think about the way we've been taught. For our students, if we want them to do something different, they're going to have to experience it differently. We're creating spaces for them to do that."

 uocoe.me/edst-desks



Awards ★★★★★



Kent McIntosh

Associate professor, Special Education

Kent was recognized with the Distinguished Early Career Research Award by the Council for Exceptional Children. In recognition of the critical role of research to both current practice and the future of the field of special education, this award recognizes individuals who have made outstanding scientific contributions in special education, in basic or applied research, within the first 10 years following receipt of the doctoral degree.



Charles Martinez

Professor and department head, Educational Methodology, Policy, and Leadership

Charles received the International Collaborative Prevention Research Award given by the Society for Prevention Research. He and a colleague were recognized for their work with Deutsche Gesellschaft für internationale Zusammenarbeit (GIZ), a group that assists the

German government in achieving its objectives in the field of international cooperation around the world. For the past several years, GIZ has been working with the General Secretariat of the Central American Integration System and the public and private sectors across four countries in Central America on the development of a youth violence prevention program called PREVENIR.



Ilana Umansky

Assistant professor, Educational Methodology, Policy, and Leadership

Ilana received the Outstanding Dissertation Award from the Bilingual Education Research Special Interest Group at the American Educational Research Association's annual conference (AERA). Her award-winning research, entitled "Peeling Back the Label: Studies of Educational Opportunity Among Students Learning English," employs quantitative methodology to analyze 12 consecutive years of data from a large school district in California to explore students' journey from English learner to mainstream status, as well as the educational opportunities and outcomes experienced by English learners.



Jo Larson

ASL instructor, Communication Disorders and Sciences

Joanna was recognized with the "Above and Beyond" award by the Student-Athlete Advisory Council during the athletic department's inaugural "O Show" awards ceremony. Nominations were made by UO student-athletes, and winners were selected by the student-athletes and athletic department staff. Fans were invited to attend the formal red carpet awards show at Matthew Knight Arena.



Laurie Gutmann Kahn

Adjunct professor, Education Studies

Laurie received the Outstanding Dissertation Award from the Disability Studies in Education Special Interest Group at AERA. This award honors junior faculty and graduate students whose dissertations represent outstanding/innovative theoretical and/or empirical work in the field of disability studies in education.



Michael Thier

Graduate teaching fellow, Educational Methodology, Policy, and Leadership

Michael was presented with the Outstanding Graduate Student Award from the Educational Change Special Interest Group at AERA. The award is presented to a graduate student or a recent graduate who has conducted exemplary, original research on a topic related to educational change.



Shoshana Kerewsky

Senior instructor and director, Family and Human Services

Shoshana was awarded a 2014 Center for Credentialing & Education (CCE) professional development award by the NBCC Foundation, an affiliate of the National Board for Certified Counselors, Inc. The goal of this scholarship program is to advance the professional identity and development of CCE credential holders. She has served as president of the Oregon Psychological Association (OPA) and Lane County Psychologists' Association, chair of OPA's ethics committee, and co-chair of the National Organization for Human Services ethics committee.



Deanne Unruh

Senior research associate and director, Secondary Special Education and Transition

Deanne was the recipient of the 2015 Outstanding Accomplishment Career-Track Independent Researcher Award from the Office of the Vice President for Research and Innovation. This award is granted to a career non-tenure-track faculty engaged in independent research activities. She has a long-standing independent line of research and national leadership in the area of improving post-school outcomes for youth with disabilities. Her primary research interests include the facility-to-community transition process for adolescents in the juvenile justice system, development and validation of transition-related measures, and post-school outcomes for youth with disabilities.



Jerry Rosiek

Associate professor, Education Studies

Jerry was named a Resident Scholar for 2015-16 by the Wayne Morse Center, UO School of Law. He studies the "new racial segregation" of public schools that

has gradually taken place since the high point of desegregation in 1988. Rosiek examines this shift using ethnographic evidence, legal analysis, and philosophical critique of the way research knowledge is used in public policy debates.



Mike Bullis

Professor, Educational Methodology, Policy, and Leadership

Mike was named to the Fulbright Specialist Program on behalf of the US Department of State's Bureau of Educational and Cultural Affairs and the Institute of International Education's Council for International Exchange of Scholars. As a Fulbright roster participant, Bullis will have the opportunity to be matched with an international institution requesting expertise in his area of scholarship, and considered for a formal award through the J. William Fulbright Foreign Scholarship Board. The program awards grants to qualified US faculty and professionals, in select disciplines, to engage in short-term collaborative two- to six-week projects at eligible institutions in more than 140 countries worldwide.





Lauren Lindstrom

Professor and associate dean, research and faculty development, and professor of Counseling Psychology and Human Services



Christopher Murray

Professor and department head, Special Education and Clinical Sciences

Lauren and Chris were selected for the 2015 Fund for Faculty Excellence Awards. The awards honor UO faculty performing at the forefront of research and discovery. It is dedicated to recognizing academic excellence in our finest tenured faculty. The awards program serves to reward top faculty members with salary supplements or research support in an effort to recognize world-class research and teaching. It may be used to help retain or preemptively retain outstanding faculty who may become targets for recruitment by other top institutions.

TENURE AWARDS AND PROMOTION

- ★ **Wendy Machalich** – tenured and promoted to associate professor
- ★ **Lisa Mazzei** – tenured (associate professor)
- ★ **Randy Kamphaus** – tenured (full professor)
- ★ **Elizabeth Skowron** – promoted to full professor



EXCELLENT NUMBERS

COLLEGE OF EDUCATION RANKINGS BY U.S. NEWS AND WORLD REPORT

3

BEST SPECIAL
EDUCATION PROGRAM
IN THE NATION

5

BEST GRADUATE SCHOOL
OF EDUCATION AMONG
PUBLIC INSTITUTIONS

12

BEST GRADUATE
SCHOOL OF EDUCATION
IN THE NATION

LEADING RESEARCH

SIX COLLEGE OF EDUCATION PROGRAMS IN UO TOP-RANKED 22

- Communication Disorders and Sciences
- Counseling Psychology
- Educational Leadership
- Education
- School Psychology
- Special Education

Other top-ranked
UO programs

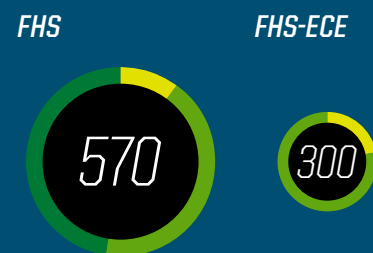
Source: Academic
Analytics, LLC

ON IMPACT

\$20.4 MILLION

An estimate of the value of our sweat equity—in particular that of our Family and Human Services students. Since 1998, they worked 883,140 hours with vulnerable community members. The 2015 Bureau of Labor Statistics estimate for the value of volunteer work is \$23.07 per hour. At that rate, FHS students generated \$20,385,113 worth of economic impact during those 17 years.

TIME GIVEN IN HOURS



270	JUNIOR	—
240	SENIOR	240
60	PROJECT	60

STUDENT IMPACT DURING PROGRAM



PROJECTED 2015-2016 IMPACT

\$3,317,235.30

2015-2016 ENROLLMENT

FAMILY & HUMAN SERVICES

129 SENIORS 108 JUNIORS 237 TOTAL

FHS-EARLY CHILDHOOD EMPHASIS

13 YEAR 2 16 YEAR 1 29 TOTAL

Academic Departments and Programs

Department of Counseling Psychology and Human Services

- Counseling Psychology (PhD)
- Counseling, Family and Human Services with Prevention Science Specialization (MEd)
- Couples and Family Therapy (MS)
- Family and Human Services (BA/BS/BEd)
- Service Learning (non-degree)
- Substance Abuse Prevention (non-degree)

Department of Special Education and Clinical Sciences

- Communication Disorders and Sciences (BA/BS/MA/MS/postbaccalaureate/PhD)
- School Psychology (MS, PhD)
- Special Education (minor/MA/MS/MEd/PhD)

Department of Educational Methodology, Policy, and Leadership

- Educational Leadership (MS, DEd, PhD)
- Administrator Licensure (non-degree)
- Reading Endorsement (non-degree)

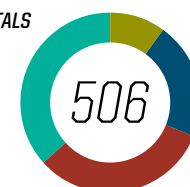
Department of Education Studies

- Curriculum and Teaching/UOTeach (MEd w/ESOL endorsement)
- Curriculum and Teacher Education (MA/MS)
- Critical and Sociocultural Studies in Education (PhD)
- Educational Foundations (BA/BS)
- Sapsik'wala Project (non-degree)
- Reading Endorsement (non-degree)

GRADUATION STATISTICS

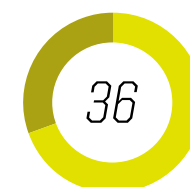
ACADEMIC YEAR 2014-2015

TOTALS



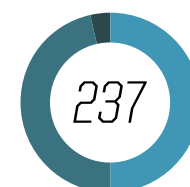
GRADUATES BY DEPARTMENT

51	Educational Methodology, Policy, and Leadership
107	Special Education and Clinical Sciences
163	Counseling Psychology and Human Services
185	Education Studies



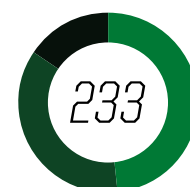
DOCTORAL DEGREES

25	Doctor of Philosophy
11	Doctor of Education



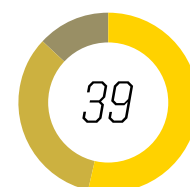
MASTER'S DEGREES

119	Master of Education
110	Master of Science
8	Master of Arts



BACHELOR'S DEGREES

113	Bachelor of Arts
84	Bachelor of Science
36	Bachelor of Education



GRADUATES WHO EARNED HONORS

21	Cum Laude
13	Magna Cum Laude
5	Summa Cum Laude

Overview

The COE is consistently ranked among the **best graduate schools of education** in the United States, according to *U.S. News and World Report* (number 5 for public institutions, number 12 overall, for the 2016 edition of America's Best Grad Schools). Its \$872,000 in funded research per tenured faculty member places it in the top three colleges of education nationwide. The special education program has ranked in the top three nationwide for 16 years running, the highest-ranked graduate program at the university.

The quality of the COE's academic programs is matched only by their breadth. Though teacher and administrator education remain core offerings, the college's academic focus extends to clinical and human-service disciplines that rely upon community partnerships and/or services to train students. Its HEDCO Education Complex includes two working clinics, where students conduct more than **5,600 sessions each year** billed on a sliding scale (45 percent of clinic visitors report a combined income of \$25,000 or less).

Field placements, student teaching, and internships are a fact of life for most COE students, including undergraduates in family and human services (FHS). Since 1998, **FHS students**

have contributed more than 883,000 hours of field work in the Eugene and Lane County community—an **economic impact of more than \$20.4 million.**

Much of the college's interactions with the education and human-services communities takes place through its 13 research and outreach units, which in recent years have generated some **\$30 million annually** in external funding. These units all began as grant-funded centers or projects that have taken on additional scope and prominence. Over time, many have become self-sustaining economic engines that "graduate" from the auspices of the COE to generate jobs and revenue. Licensing fees from COE research innovations have exceeded **\$6 million** each of the past eight years and have nearly quadrupled over the past decade. In 2014, these fees accounted for **90 percent** of all research-based licensing income at the UO. As you can see, the COE functions as a "business incubator" for a variety of educational products and services with underpinnings in its mission, **"making educational and social systems work for all."**

Examples of the COE's impact abound at every stage of youth development. Each underscores how the college contributes to the

economic and social health of the communities we serve by helping people of all ages—especially kids—reach their full potential.

Early Childhood

THE AGES AND STAGES QUESTIONNAIRES: A PARENT-COMPLETED CHILD MONITORING SYSTEM (ASQ) is a series of questionnaires used to monitor the development of young children from birth to six years. The ASQ was developed at the COE more than 30 years ago and has since become the most frequently used developmental screening instrument in the world. At the heart of the system is a research base suggesting that parents can accurately and efficiently monitor the development of their young children if asked to assess current, observable behaviors. By answering simple questions on the ASQ, parents can assist in detecting problems or delays in the development of their young children. These children can then receive further assessment and referral for early intervention, early childhood, and special education services as appropriate. Early identification of developmental delays is known to improve child outcomes, lower intervention costs, and provide support to families.

Monitoring of children using the ASQ costs about **\$50 per year for 1–2 questionnaires**

compared to 4 or 5 times that for bringing a child into a center for one assessment by a professional. Extrapolate these savings over the millions of times ASQ has been used (conservatively, **at least a million times each year**) and the economic impact of empowering parents through a simple questionnaire is staggering.

Formative Years Through High School

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS) is a framework for improving the discipline and behavior support practices in schools. The goal of PBIS is to make schools more effective and equitable learning environments. Rigorous research over the past 10 years documents that adoption of PBIS is related to (a) reduced problem behavior, (b) increased academic performance, (c) increased social and emotional competence, and (d) reduced staff turnover. Schools adopting PBIS teach students behavioral expectations, recognize students for appropriate behavior, establish clear and consistent standards for responding to problem behavior, and both collect and use data to assess their effectiveness. PBIS currently is being adopted in nearly **21,000 schools across the United States and 538 schools in Oregon.**

Of the schools trained through the \$8.6 million National Center on PBIS housed at the University of Oregon, more than 75 percent of schools remain strong PBIS implementers after five years, far more than many school reform efforts.

By providing educators with instructional alternatives to suspension and expulsion, PBIS enhances school graduation rates, providing a tremendous benefit in terms of individual and societal economic outcomes. Averting students from life course-persistent problem behavior **saves more than \$5.8 million per student**, which shows the importance of implementing evidence-based preventive practices such as PBIS. Documented effects of PBIS on reducing teacher stress and burnout provide additional benefits in terms of keeping teachers in the workforce and reducing costs of retraining.

High School to Adulthood

THE YOUTH TRANSITION PROGRAM (YTP) is a comprehensive transition program for youth with disabilities currently operating in **123 high schools** in Oregon. Jointly managed by Oregon Vocational Rehabilitation, Oregon Department of Education, and COE personnel, the program prepares youth with disabilities for competitive employment or career-

related post-secondary education or training. Since 1990, **YTP has served more than 25,000 youth** with an average success rate of **80 to 85 percent.** Success in this program is defined as being "engaged," meaning youth are either working, attending a vocational training program, or both.

One year after completing the program, YTP youth were working an average of 29 hours per week and earning an average hourly wage of \$9.80.

Youth participating in the program include those with learning disabilities, attention deficit hyperactivity disorder (ADHD), autism, and emotional disabilities. By offering individualized transition planning, hands-on vocational training, and specialized instruction, these youth transition from high school to paid employment, thus making positive economic contributions to the community as adults.

All 50 states across the United States as well as 10 US jurisdictions and 18 other countries worldwide use UO College of Education expertise.

New FACULTY



Franklin W. Bender, PhD, is a clinical supervisor in communication disorders and sciences.

He holds graduate degrees from Portland State University in Speech and Hearing Sciences and the UO in educational leadership. A licensed speech-language pathologist for 20 years, he has worked in K-12 education, served as adjunct faculty at both Portland State University and the UO, and has served as a national consultant to departments of education and school districts around the country pertaining to best-practice and research-based approaches for evaluating and serving culturally and linguistically diverse students for special education services. Having previously served on the National Speech-Language Pathology Advisory Board for Pearson/AGS Publishing, he also is a past president of the Oregon Speech-Language and Hearing Association.



Dianna Carrizales-Engelmann, PhD, lectures, teaches and assists the dean's office and licensure-

program faculty with clinical practice and performance assessment. During her 16 years in education, she has maintained a consistent focus in assessment policy and development. From 1999 to 2001 she assisted the Psychological Corporation (now Pearson), with the development and subsequent

publication of the second edition of the Wechsler Individual Achievement Test. In addition to her experience as a school psychologist in Oregon schools, Dianna's assessment experience includes state general assessments, state assessments based on modified and alternate standards, and classroom- and curriculum-based assessments. This knowledge has led to numerous chapter contributions for edited books and textbooks. She served as director of monitoring, systems, and outcomes at the Oregon Department of Education from 2008 to 2012.



Jessica M. Cronic, PhD, joined the faculty in counseling psychology and human services as

an assistant professor. She has more than a decade of experience conducting research on the etiology, maintenance, prevention, and treatment of addictive behaviors—in particular, problematic alcohol use and gambling among college students and other young adults. Jessica received her PhD in clinical psychology from Yale University in 2009. The overarching goal of her research is to uncover the mechanisms underlying these behaviors in order to improve current treatment approaches as well as develop novel interventions to reduce associated harms, thus increasing public health. She has co-authored numerous publications on the topic of individual-focused alcohol prevention, one of which helped form the basis of

recommendations made by the NIAAA Task Force on College Drinking. She is licensed as a psychologist in Washington and Oregon.



Lillian Durán, PhD, will join special education as an associate professor.

She completed her doctorate in educational psychology from the University of Minnesota and is currently an assistant professor in the Department of Special Education and Rehabilitation at Utah State University. Her research is focused on improving instructional and assessment practices with preschool-aged dual language learners (DLLs). She frequently delivers presentations nationally on the topic of recommended practices in assessment and intervention with young DLLs. Prior to her work in higher education she spent nine years as an early childhood special education teacher both in Prince George's County, Maryland and in rural south central Minnesota.



Hank Fien, PhD, joined school psychology as an associate professor. His research interests

include reading and mathematics development in young children, instructional design, and empirically validated interventions aimed at preventing or ameliorating student academic problems. Hank's most recent work is focused on extending the learning environment from the physical classroom to include virtual environments (e.g., gaming

platforms), and leveraging gaming technology to maximize instructional design and delivery principles.



Jeanine Geisler, PhD, is a clinical supervisor at the University of Oregon Speech-Language-Hearing

Center. She holds both a BS and MS in speech-language pathology from the Indiana University of Pennsylvania. Prior to joining the university, Jeanine worked in a variety of medical settings serving both pediatric and adult clients. She is passionate about augmentative and alternative communication and empowering people unable to use verbal speech to express their wants, needs, thoughts, and ideas through other modalities. Jeanine also is a Hanen-certified therapist for coaching parents of children with language delays and is in the process of completing her PROMPT certification for using a multidimensional approach to speech production disorders.



Blendine Hawkins, MS, LAMFT, is the visiting instructor and supervisor in counseling psychology

and human services. She received her MS in marriage and family therapy at the University of Nevada, Las Vegas, and currently is completing her PhD in family social science, couples and family therapy from the University of Minnesota. She has worked as a researcher and clinician within the field of couples and family therapy for the last eight years, working with children and youth in community

nonprofit agencies, outpatient and inpatient/residential facilities as well as in-home therapy, and working alongside case management, the juvenile justice system, and schools. She was born and raised in Malaysia in a multiracial family and a diverse society. In a self-reflexive and congruent way, her research also centers on the post-migration phenomenon. Her areas of research focus on the experiences of foreign-born, second-generation families and transnational intermarried couples.



Elisa Jamgochian, PhD, is the special education coordinator (K-12) in special education and

clinical sciences. Her research and scholarship focuses on applications of universal design in education to evaluate and alleviate accessibility barriers in curriculum, instruction, assessment, and environment to improve instructional decision making and student learning outcomes. In addition, she has engaged in research related to teacher preparation and professional development, including examining and finding ways to support meaningful teacher reflection to improve instructional practices. Elisa has previous teaching experience in special education at the elementary school level. Prior to joining the UO, she was an assistant professor and program coordinator at California State University, Fresno.



Sylvia Linan-Thompson, PhD, will be an associate professor in special education and clinical

sciences. Her research interests

include examining appropriate instructional and assessment practices for English Learners (ELs); English writing development of ELs with and without learning disabilities; and the implementation of Response to Intervention (RtI) with English language learners in dual language schools. Prior to joining the UO, Sylvia was a faculty member in the Department of Special Education at The University of Texas at Austin. She also consulted for various projects related to literacy instruction and teacher professional development since 2003 in Latin America, Africa, the Middle East, Asia, and Eastern Europe.



John R. Seeley, PhD, is a professor in special education and clinical sciences. His research interests

include emotional and behavioral disorders; behavioral health intervention; research design and program evaluation; and health-related technology. Prior to joining the faculty at the UO, John was a senior research scientist at the Oregon Research Institute.



Sarah R. Stapleton, PhD, is an assistant professor of science education in education studies. Before earning

her doctorate, she taught middle- and high-school environmental science, physical science, chemistry, and general science at public schools in California and served as a Peace Corps volunteer in the Gambia, West Africa. She is credentialed by the state of California to teach chemical and biological sciences. Sarah's research explores the social contexts around science and environmental

education with a focus on social and environmental inequities. At the UO, Sarah works with the UO Teach program to prepare pre-service teachers and collaborates with the UO STEM CORE group.



Angela Whalen, PhD, will rejoin the faculty as director of the MS program in school psychology.

She has served in a variety of roles in that program since coming on board in 2003, including licensure program coordinator, co-director of

training, and practicum coordinator. She has taught a wide range of school psychology courses in the areas of professional practice, academic and behavioral assessment, consultation, and Rtl/problem-solving. From 2012 to 14, she served as the assistant dean for academic programs and student services at the COE. She is a nationally certified school psychologist, with experience working in K-12 education as a school psychologist, staff development trainer, data/literacy coach, and Rtl/problem-solving consultant.



PAINT BY NUMBERS

STUDENT ENROLLMENT STATISTICS

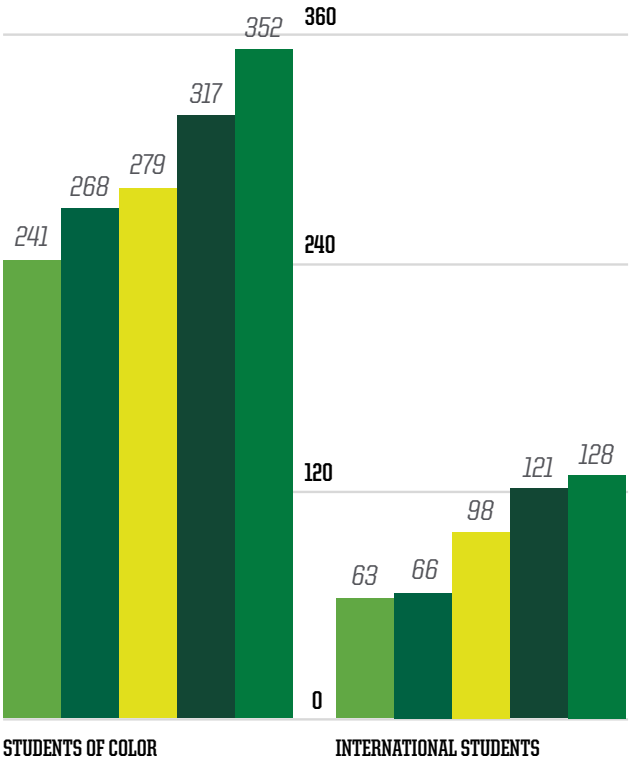
ACADEMIC YEARS 2010-2011 THROUGH 2014-2015

2010-2011 2011-2012 2012-2013 2013-2014 2014-2015

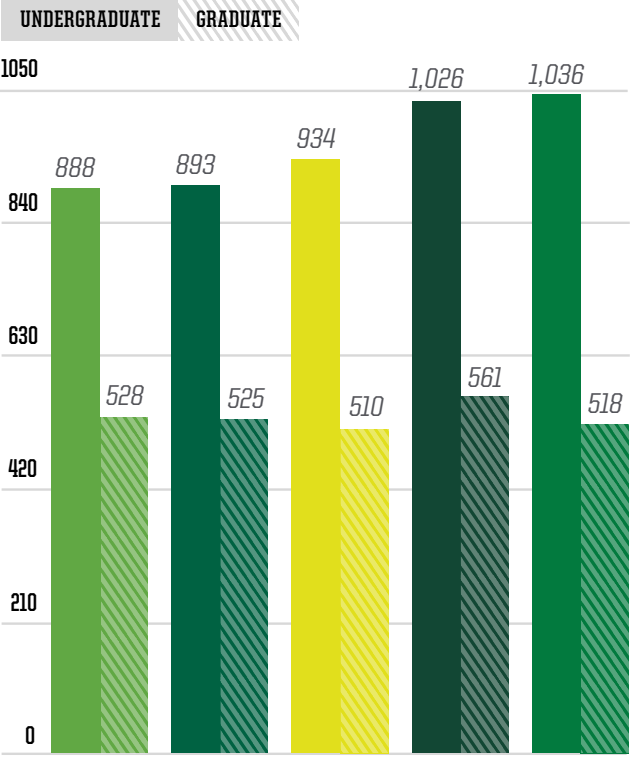
Source: UO Office of Institutional Research—fall term fourth-week data.

ir.uoregon.edu/detailenroll

DIVERSITY



CLASS LEVEL



The Office of Global and Online Education (GOE) helps educational institutions become globally oriented, globally connected, and globally competent. Educational institutions understandably struggle to prepare learners for a world that changes at the pace of technology. The GOE focuses on three pillars: globalization, technology, and education.

Globalization

The GOE works with partners around the globe to prepare K-12 educators, administrators, and researchers for the current realities and future demands of the global educational marketplace. They provide individual and group professional development to faculty and staff members across campus and globally with institutions. During 2014-15, nearly 80 guests from around the world took advantage of unique opportunities that included:

- **Online Institute**
A distance-learning opportunity focused on curriculum development, instructional design, digital learning, and the integration of new educational technologies.
- **Bilingual Instructor Training Program**
An annual three-month program in partnership with the Chongqing Municipal Education Commission. Visiting Chinese professors develop and refine their pedagogical and research

capabilities, improve their English language communication skills, and advance their cross-cultural competencies.

Higher Education Global Leadership Institute

Annual three-week training courses that give participants firsthand knowledge of how US universities operate across a wide range of administrative functions.

Oba provides a platform for research projects, such as Education Connections, a research project funded by i3, a professional learning community of more than **2000 ESL teachers** across the US.

It is used in **68 K-12 schools/districts**, in the US as well as in China, Australia, and New Zealand.

Oba has had **10,639** unique visitors, from all **50 states, 64 countries** and served **512,913** page views.

- **K-12 Education Global Leadership Institute**
Three-week training courses focused on helping K-12 school administrators, teachers, and researchers gain a deep understanding of the issues and trends of a country's (China, US, Australia, etc.) K-12 education system.

Technology

The Oba learning management system (LMS) is built on 15 years of educational technology research

conducted by Yong Zhao, PhD, and a development team consisting of educators, designers, and coders at the GOE. Oba provides a high-quality LMS, a digital solution that is constantly evolving to meet the needs of learners and educators. The GOE's work encourages novel applications of learning at the intersection of community, knowledge, and sharing. Seven countries and 16 states gained access to Oba online learning with 100+ college courses supported across campus. (see inset)

Education

More than 75 unique College of Education courses have been taught using Oba, including courses in American Sign Language, educational leadership, education studies, family and human services, and special education. During the 2014-15 academic year the GOE worked with departments and units across campus to create stand-alone, customized Oba installs for their specific research and academic projects. Recent examples include the Center on Brain Injury Research and Training; the Center for Applied Second Language Studies; the Department of Planning, Public Policy and Management; the Department of History; the Brain Development Lab; the COE Internship Program; the Department of Linguistics; the American English Institute; and Educational and Community Supports.



Exploring Computer Science

If you ask Joanna Goode, associate professor in education studies, computer science has a PR problem. In fact, it's had one for a long time.

Goode is the lead architect of a year-long computer science curriculum called Exploring Computer Science (ECS), begun in 2008 as a collaboration between the University of Oregon and UCLA in response to the research findings coauthored by Goode and UCLA's Jane Margolis in their book *Stuck in the Shallow End: Education, Race, and Computing*. The chief aim of ECS is to address inequities in how computer science is perceived, taught, and experienced in K-12, and in so doing, perhaps influence general inequities in education.

When she began her career teaching high-school mathematics and computer science, Goode saw that interest and access in these areas was drawn clearly down racial, gender, and socioeconomic lines. There was a frustrating irony in this, given the universality of math and the democratizing potential of computers, so she packed her bags for grad school, ostensibly to try and change the "system" from the top. There she connected with Margolis and a number of other colleagues—a partnership that would eventually beget ECS.

Both the National Science Foundation (NSF) and the nonprofit Code.org have thrown their considerable weight behind ECS. The NSF is particularly bullish on the Advanced Placement (AP) Computer Science Principles course, but it clearly hopes that an endorsement of ECS as an introductory computing experience will prime the pumps and ensure more diverse AP classes. Through NSF implementation grants, ECS now is popping up in large school districts across the nation, including Los Angeles, Chicago, Washington, and Massachusetts. For its part, Code.org is funding ECS expansion into Atlanta, Denver, Houston, New York City, Seattle, and many other regions.

Still, more partnerships will be vital if ECS is to reach critical mass. One company, SRI International, is working on multiple grants to design and study validated learning assessments for ECS students, while the American Institutes for Research is building out an online community that will expertly train and support 10,000 computer science teachers in 10,000 high schools across the United States as part of its (also NSF-funded) CS10K initiative. The focus is professional development and support, again with the idea of implementing ECS to funnel students toward the AP course. That, in turn, should help produce more computer scientists.

Goode notes that their initial research a decade ago suggested that many students couldn't define computer science, let alone explain why it did or didn't interest them. To move from that point to having computer science be part of the national conversation has been remarkable; in December 2014 she joined 100 educators at the White House to kick off Computer Science Education Week, part of which was the national Hour of Code promoted and attended by President Obama and Vice President Biden. Some 1,300 educators have downloaded the newest ECS curriculum, and Goode estimates that as many as 50,000 students nationwide are participating in the course. In the Los Angeles Unified School District, where ECS has its strongest foothold, girls comprise 47 percent of ECS students and the racial/ethnic demographics of the classes match the composition of the district. This rarely, if ever, is the case.

"It's been a pretty amazing few years . . . to be able to work next to teachers and students and really celebrate this reform movement together with them as a bottom-up and a top-down effort has been really gratifying as a scholar and an educator," she said.

 uocoe.me/goode-ecs



The COE Advisory Council

A *supporting* sounding board

In academia, we often are standing so close to the proverbial painting that we can't really see it. To help mitigate this effect, we and most other colleges have a group of dedicated supporters who match our collective passion while bringing an external perspective. In our case, that's the COE Advisory Council (COEAC).

The core mission of the COEAC is to enhance and strengthen support of the college from alumni, donors, and parents. Additionally, they help the college think critically about the roadmap that will best serve our students, faculty, and community now and in the future. They facilitate and increase critical external relationships, and help expand financial support for the college

among alumni, clients, businesses, foundations, and friends of the COE. Together with the dean and the office of development, they review and consult with us about the COE's future academic roadmap, campaign planning, and the market feasibility of its goals. In general, the COEAC evaluates the financial needs and long-term viability of the college. They are asked to serve at least two three-year terms.

The council has an "ideal" composition of committed individuals, including current and past members of the UO Foundation Board of Trustees. Current UO Foundation Board member Amy Kari, '82, along with former UO Foundation Board members, Marcia Aaron, '86, and Slim Sommerville, '58,

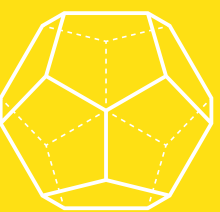
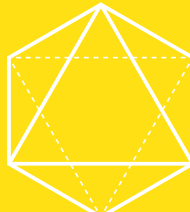
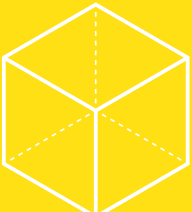
currently serve on the COEAC. COEAC Chair Derek Jernstedt, executive director of the HEDCO Foundation that made the lead gift for the eponymous classroom building completed in 2009, says the council is a balancing act, providing guidance and feedback while keeping the arm's-length relationship that helps members maintain some objectivity—as much as is possible with Ducks or adopted Ducks.

"This council is made of people who make things happen. They have left their mark in business, nonprofits, and education," he says. "We all approach the mission from a unique standpoint, which helps us be more effective as a team."

COEAC Members as of October 2015

- **Marcia Aaron**, '86, Manhattan Beach, CA
- **Colleen Donnelly**, '72, Eugene, OR
- **Amy Rittenberg Kari**, '82, Sisters, OR
- **Susan Kingzett**, '63, West Linn, OR
- **Kaye LeFrancq**, '71, Eugene, OR
- **Anita McClain Haley**, '65, '83, Portland, OR
- **Derek Jernstedt**, '98, Danville, CA
- **Kay Parr**, Portland, OR
- **Lois Rawers**, '85, Corvallis, OR
- **Bart Ricketts**, Lake Oswego, OR
- **Slim Sommerville**, '58, Seattle, WA
- **Julie Ann Thomson**, '65, Portland, OR

COLLEGE OF POTENTIAL





UNIVERSITY OF
OREGON

College of Education

The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other extraneous consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders. Direct related inquiries to the Office of Affirmative Action and Equal Opportunity, 474 Oregon Hall, University of Oregon, Eugene OR 97403; T 541-346-3123, TTY 541-346-0852.